

Pupil premium strategy statement for Bretforton First School

1. Summary information					
School	Bretforton First School, 62 Main Street, Bretforton, Evesham, Worcestershire. WR11 7JH				
Academic Year	17-18	Total PP budget	£14,520	Date of most recent PP Review	08.11.16
Total number of pupils	55	Number of pupils eligible for PP	7	Date for next internal review of this strategy	March 18

2. Current attainment			
ARE/ARE+ for PPG (% of children at ARE+)	<i>Pupils eligible for PPG at Bretforton</i>	<i>Non PPG pupils at Bretforton</i>	<i>National data</i>
% achieving (Good Level of Development) GLD in Reception (14 pupils)	0%	71.4%	69.3% all pupils (no data for national PPG GLD)
% achieving expected standard in Year 1 Phonics check (9 pupils eligible for the check, 1 PPG)	0%	89% all pupils 100% non PPG pupils	81% all pupils 69% FSM pupils 83% non PPG pupils
% achieving ARE in Reading at the end of Key Stage 1 (2 PPG pupils, 6 non PPG pupils)	0%	50% all pupils 67% non PPG pupils	76% all pupils 61% FSM pupils 78% non FSM pupils
% achieving ARE in Writing at the end of Key Stage 1 (2 PPG pupils, 6 non PPG pupils)	0%	50% all pupils 67% non PPG pupils	68% all pupils 52% FSM pupils 71% non FSM pupils
% achieving ARE in Mathematics at the end of Key Stage 1 (2 PPG pupils, 6 non PPG pupils)	0%	50% all pupils 67% non PPG pupils	75% all pupils 60% FSM pupils 78% non FSM pupils
% achieving expected standard in Year 2 Phonics (4 pupils eligible, 2 PPG pupils)	50%	50% non PPG pupils	90% all pupils

3. Barriers to future attainment (for pupils eligible for PPG)		
In-school barriers		
A.	Lack of staff understanding of barriers faced by PPG pupils leading to limited provision and narrow focus on outcomes for these pupils.	
B.	Inconsistency in quality of teaching and learning provision across the school for all groups of learners.	
C.	Limited systems in place to support accountability.	
D.	PPG pupils demonstrate limited resilience and exhibit passive learning behaviours.	
E.	88% of PPG pupils are identified with multiple barriers to progress and achievement (SEND and GRT).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	PPG pupils have a lower attendance rate of 90.79% compared to the whole school (92.3%). This reduces their school hours and increases the in-school achievement gap.	
G.	Parental engagement with school of PPG pupils is generally low, with a need to improve understanding of how to support children; parental attitude to school is often influenced by their own negative experiences of school.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	For all staff to have a secure understanding of barriers to learning facing PPG pupils.	<ul style="list-style-type: none"> PPG document used by all staff, updated termly, identifying PPG pupils and internal/external barriers to learning to address individual need.
B.	To reduce the in-school gap for PPG pupils in Reading, Writing and Maths over 3 years.	<ul style="list-style-type: none"> PPG pupils will make accelerated progress with reduced gap between PPG pupils and non PPG peers identified through Pupil Progress meetings and data analysis. PPG pupils have an ARE target for the end of KS2. All matched PPG pupils with multiple barriers make expected progress to achieve individualised targets set Sept 2017.

C.	An established, robust and effective monitoring and assessment system for pupil outcomes enables staff to track pupils and plan effectively.	<ul style="list-style-type: none"> • Annual MET schedule in place and used to drive school improvement and inform staff, leaders and Governors • New assessment model (Epiphany) used in all key stages and informs pupil progress priorities. • Individual pupils and groups are identified in planning. • Half termly assessments, discussed at Pupil Progress meetings, demonstrate that PPG pupils are making good progress from their starting points. • Robust system of tracking and reporting PPG progress and attainment used to report effectively to stakeholders and Governors.
D.	Improved learning behaviour, resilience and attitudes to learning lead to decreased incidences of low level disruption.	<ul style="list-style-type: none"> • Decrease in the number of 'red letters' decreases through the year (indicator of poor behaviour choice) • Increase in the number of rewards for positive behaviour (e.g. house points, Dojo points) • Records demonstrate that rewards for positive behaviour outweigh sanctions by at least 15:1. • % of incidents of extreme behaviour are highly unusual.
E.	% of PPG pupils, including those with multiple barriers, achieving end of year individual targets increases.	<ul style="list-style-type: none"> • PPG pupils make better than expected progress, with at least 80% achieving end of year targets set September 2017.
F.	Improved attendance rates for PPG pupils demonstrate a narrowed gap between attendance rates for non PPG pupils and PPG pupils (with target of at least 94%)	<ul style="list-style-type: none"> • Attendance figures for PPG pupils increase from 90.79% to at least 94% at the end of the 2017-2018 academic year.
G.	Increased parental engagement in all aspects of school life, including support of homework, attendance at Parent workshops/Walk in Wednesdays/Parent Consultation evenings/shared parent and child learning opportunities throughout the year.	<ul style="list-style-type: none"> • Increased awareness of expectations of parental engagement of parents of PPG eligible pupils at Walk in Thursdays, school workshops, information evenings, parents' evenings and school based events.

5. Planned expenditure					
Academic year		2017-2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, Improved teaching and learning	Curriculum development Teaching skills Questioning Differentiation Effective planning Staff development through coaching and mentoring	Improved teaching and learning through curriculum development, effective planning and differentiation based on accurate assessment will ensure that all pupils receive quality first teaching.	Teaching is evaluated regularly alongside experienced leaders with teachers having good quality feedback and recorded in a whole school overview. Teachers will have opportunities to see and evaluate best practice and have access to high quality CPD. Monitoring demonstrates that good teaching is a consistent feature across the school. The school's MET schedule will drive school improvement and ensure that monitoring is rigorous, timely and leads to improved teaching and learning. Work sampling will demonstrate improved teaching and learning opportunities for all which are reflected in progress and attainment data discussed at Pupil Progress meetings.	DC, KR, HP.	Termly review of the MET schedule. Pupil Progress meetings half termly. Review of T and L development end of 2017-18 academic year.

<p>C. Rigorous and effective monitoring and assessment to inform planning</p>	<p>Epiphany assessment system Planned MET schedule Moderation Development of subject leadership</p>	<p>The school has been using an ineffective assessment system which did not allow for teachers to plan for progression or individual needs effectively. The EEF identifies the need to have a robust and accurate assessment and tracking system in order to “identify pupils who need additional support to ensure that the evidence put to use in schools has the best possible chance of targeting the right pupils at the right time.” Development of subject leadership will enable subject leads to develop skills and processes to improve the quality of curriculum design and quality of teaching. Moderation opportunities in school and within the MAT/cluster will enable teachers to make robust and secure judgements about children’s attainment in order to plan effectively for next steps.</p>	<p>Ongoing CPD to support the introduction and use of Epiphany in all year groups recorded on MET schedule. All pupils discussed at Pupil Progress meetings with a clear understanding of support, differentiation and interventions needed in order to narrow gaps. Moderation sessions in school and at cluster moderation recorded to provide exemplification. Subject leader folders</p>	<p>DC, KR, HP</p>	<p>Half termly PP meetings and data captures. Epiphany reviewed July 2018.</p>
--	---	---	--	-------------------	---

<p>D. Improved behaviours for learning</p>	<p>Revised Behaviour Policy Embedding positive behaviour management Culture of positive learning behaviours Whole school approach to developing learning behaviours through PSHE</p>	<p>Inconsistent leadership and changes of staff have led to a lack of consistency in approaches to behaviour. The EEF states that “a pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson and behaving appropriately for learning.” The school has decided to take a whole school approach to behaviour through embedding a revised Behaviour Policy to ensure that pupils receive a consistent message. This is supported by the development of learning behaviours through a whole school approach in PSHE so that pupils recognise positive learning behaviours. EEF toolkit demonstrates that increased meta-cognition has consistently high levels of impact.</p>	<p>Behaviour policy in place with monitoring of ‘red letters’ demonstrating a decrease in poor behaviour choices. Monitoring demonstrates and increase in the number of rewards for positive behaviour, with rewards outweighing sanctions by at least 15:1. Lesson observations and monitoring demonstrate that staff are applying the behaviour policy consistently; there are few instances of lessons being disrupted by poor choices of behaviour. PSHE lessons monitored for effectiveness and curriculum adjusted as needed.</p>	<p>DC, KR</p>	<p>Reviewed half termly Red letters/ rewards tracked half termly and recorded.</p>
Total budgeted cost					<p>£2,000</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, D, E. Settled and consistent approach to education for GRT/PPG pupils	Support from GRT services for identified family and EWO	A proportion of PPG pupils are also from a GRT background who have inconsistent or low attendance, limited aspirations based on life experiences and would benefit from the support of a GRT advisor to re-engage pupils with their learning and to accelerate pupils' progress in core subjects.	Work alongside the GRT advisor to implement suggested strategies and monitor effectiveness through Pupil Progress meetings. Focused monitoring of attendance, progress and attainment of the target group.	DC, KR	Termly.
D. Greater resilience and improved learning behaviours	Differentiated planning and activities Specific interventions as identified on IPPs, including support from Learning Support and Behaviour Support Teaching Assistant support in class	Staff are encouraged to view each PPG pupil as an individual, and as such, constantly strive to identify the gaps in learning which are barriers for individual pupils. The use of successful interventions will support these pupils and address gaps. Pupils who need support will be targeted with interventions and in-class support to facilitate personalised learning in order to narrow gaps.	Progress of PPG pupils will be closely monitored as part of the new rigorous assessment and tracking system, with impact RAG rated and discussed at Pupil Progress meetings. Action plans monitored and reviewed by SLT.	DC, KR, ZP	Half termly Pupil Progress meetings and data capture.
B, E. Wider life experiences and opportunities for PPG pupils	Funding and contributions to school events/trips/Educational Visits	The school recognises that PPG pupils may have narrower life experiences than other children. Although this has been seen to have less impact than other strategies, all children should be offered, and be able to enjoy, cultural opportunities which will broaden their life experiences. Funding for these experiences must not be a barrier for our PPG pupils.	Use staff meeting to ensure that all staff understand that the gap is more than academic and to deliver training. SLT will oversee the support offered to parents of PPG pupils and will analyse impact.	DC, KR	July 2018
Total budgeted cost					£10,520

Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increased recognition of all PPG pupils across the school with greater understanding of barriers to learning in order to establish accountability.	CPD for all staff. Detailed and updated PPG list for all staff circulated. Data analysis – Pupil Progress Meeting discussion and action plans to address individual needs. Reporting to Govs at meetings using agreed template	Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, November 2015 suggests that schools should have an “individualised approach to addressing barriers to learning and emotional support, at an early stage”, which can be achieved more successfully by a greater whole school awareness & understanding. The school aims to promote a “Whole-school ethos of attainment for all” (Supporting attainment Nov 15)	Half termly analysis of all data, including PPG pupils in Reading, Writing and Mathematics to analyse progress and to plan for interventions to meet the needs of the pupils. Pupil Progress meetings half termly to discuss progress, with PPG pupils clearly identified on action plans for each year group.	DC, KR	Reviewed half termly.
F. Increased attendance rate	Part time EWO to work alongside members of SLT to follow up absences and low attendance rates with focus on vulnerable pupils. First day calling	Children are only able to learn if they are at school and do not miss chunks of learning. NFER briefing for school leaders identifies addressing attendance as a key step. Ofsted’s 2014 Pupil Premium update suggests that the most successful schools ensure that they provide support to improve pupils’ attendance.	Following an initial audit, the attendance of PPG pupils will be discussed with the EWO, with follow up letters and home-visits conducted as necessary. Attendance of PPG pupils as a whole will be monitored half termly and reported to Governors. Attendance will be discussed with SLT half termly.	DC, KR	Half termly to establish impact of EWO and to ensure that attendance rates are rising as a result of EWO intervention.
G. Increased and more consistent parent engagement with all areas of school life.	Walk in Thursday sessions Curriculum evenings Phonics workshops Parent forums School website School events	Parental engagement for PPG pupils at Bretforton is generally low, with a poor attendance at curriculum evenings, Walk in Wednesdays and workshops. Parents need to fully engage in their children’s learning in order to be able to support them.	Parental engagement will be monitored for the PPG group. INSET guidance and expectation shared with staff re engaging parents.	DC, KR	Half termly
Total budgeted cost					£ £2,000

6. Review of expenditure				
Previous Academic Year		2016 – 2017 Grant received: £11,880		
i. Whole school and targeted initiatives for 2016-2017.				
Desired outcome	Chosen action / approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
<p>To improve pupils' attitudes to learning.</p> <p>To improve pupils' communication skills and expressive language to improve literacy and maths skills.</p> <p>To improve attendance for identified PPG pupils.</p>	<p>Additional support from Teaching Assistants in the classroom, in small groups and 1:1.</p> <p>Educational Visits support.</p> <p>Educational Welfare Officer support for target pupils.</p>	<p>Due to a period of considerable instability with inadequate leadership, these success criteria were not met and the appropriate targeted provision was not implemented effectively or monitored to establish overall effectiveness.</p> <p>The impact of this unstable period is reflected in the attainment and progress of all pupils, including PPG pupils. There is now a clear strategy to improve teaching and learning across the school, with measurable targets and success criteria, supported by monitoring and targeted CPD.</p>	<p>The school recognises that the strategies put in place to narrow the gap between PPG and non PPG pupils were not effective and were not targeted specifically enough for individual pupils' needs.</p> <p>The impact of the strategies for 2016-2017 were not measurable.</p> <p>These approaches have been reviewed, with the specific, targeted strategies put in place for PPG pupils as detailed above, with clear, measurable targets in place in order to be able to review the effectiveness of the strategies.</p>	£11,880

7. Additional detail
In this section you can annex or refer to additional information which you have used to support the sections above.